DOCUMENT RESUME

ED 241 965 CS 208 319

TITLE Multicultural, Nonsexist Teaching Strategies: Oral Language (K-6).
INSTITUTION Area Education Agency 7, Cedar Falls, IA.
PUB DATE [80]
NOTE 61p.; For related documents, see CS 315-321. The poems on pages 205, 209, 212, 221, and 227 of the original document are copyrighted and have not been reproduced here.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Class Activities; Cultural Awareness; Elementary Education; Ethnic Stereotypes; *Language Arts; Learning Activities; *Multicultural Education; *Oral Language; *Sex Fairness; Sex Role; Sex Stereotypes; *Speech Communication; Teacher Developed Materials; Teaching Guides
IDENTIFIERS PF Project

ABSTRACT

One of seven multicultural, nonsexist activity guides related to language arts, this guide offers a variety of teacher-developed activities for instruction in oral language and oral expression. The activities, which are presented in ascending order of grade level from kindergarten through sixth grade, are designed to develop oral language skills and oral expresson skills while exploring themes related to multicultural awareness, ethnic stereotypes, sex roles, and sex stereotypes. Listed for each activity are: skill area (usually oral language or oral expression), grade level, group size, time allotment, objective/purpose, materials needed, description of activity, directions, and evaluation. Several of the activities also include follow-up suggestions. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (DC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED241965

MULTICULTURAL, NONSEXIST TEACHING STRATEGIES

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ronald Dickinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ORAL LANGUAGE

(k-6)

CS208 319

AREA EDUCATION AGENCY 7

Cedar Falls, Iowa

Document title: Multicultural, Nonsexist Teaching Strategies: Oral Language (K-6).

Author(s):

Developed with funds provided by a federal Teacher Center grant contract under the provisions of the Higher Education Act of 1965.

AEA 7 Teacher Center
Waterloo, Iowa
Sept. 15, 1978 to Aug. 15, 1983

Teacher Center Policy Board Chair - Doris Mauer
Teacher Center Director - Diane Gibson, Ed. D.

Ronald Dickinson, Ed. D.- Chief Administrator, AEA 7

DEVELOPERS:

MARY ELLEN MAYNARD	VALLEY PARK
MONICA GROOMES	LINCOLN
JEAN KELLY	LINCOLN
MARLYS DAVENPORT	HUMBERT
DIANE PLEIS	VALLEY PARK
PAT NYWEIDE	VALLEY PARK
BEVERLY SMITH	CEDAR HEIGHTS
ELVA ENGELKEN	LINCOLN
ELLEN OPSAL	LINCOLN
ERWIN JAEGER	SOUTHDALE
BARBARA HAMILTON	SOUTHDALE
JUDITH WILSON	VALLEY PARK
DEAN STAACK	ORCHARD HILL
JOHN YORK	CEDAR HEIGHTS

COORDINATORS:

DORIS MAUER
CLASSROOM TEACHER &
CHAIRPERSON OF TEACHER
CENTER POLICY BOARD
CEDAR FALLS, IOWA 50613

LINDA MARTIN
AEA-7 GENERAL EDUCATION
CONSULTANT
CEDAR FALLS, IOWA 50613

SPONSORED BY:

THE AEA-7 TEACHER CENTER
NELLIE GARVEY SCHOOL
2201 E. MITCHELL AVE.
WATERLOO, IOWA 50702

IOWA DEPT. OF PUBLIC INSTRUCTION
TEACHER CENTER PROGRAM
GRIMES STATE OFFICE BUILDING
DES MOINES, IOWA 50319

INTRODUCTION

The implementation of Multicultural Nonsexist (MC,NS) education which was mandated in Iowa by House File 254 has been a challenge to all educators in the state. Although Iowa teachers have increased their awareness level regarding the need for MC,NS education, there remains an obvious lack of concrete strategies and suggestions to implement a MC,NS program in all content areas.

Since the inception in 1978, the AEA-7 Teacher Center has focused on MC,NS education as one of its major goal areas. Several efforts have been made to involve teachers in the development of MC,NS workshops and materials. This booklet, developed by a group of fourteen elementary teachers in Cedar Falls, Iowa, is one such effort.

This resource is divided into the seven Language Arts skill areas of Creative Writing, Grammar, Listening Skills, Literature, Oral Language, Punctuation and Capitalization, and References. Each skill area is color coded and offers a variety of concrete suggestions for MC,NS lessons for Kindergarten through sixth grade.

It is with great pleasure that the AEA-7 Teacher Center and the State Teacher Center Office make this booklet available to school districts and teachers throughout Iowa. We wish to thank the developers and project coordinators for their contributions to this booklet and hope it is utilized extensively in the implementation of a successful Multicultural, Nonsexist Language Arts Program in Iowa.

MALE/FEMALE ROLES

Skill Area: Language
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Given a card with a worker on it, the student will act out the job so another can guess what is being done.

MATERIALS NEEDED

Picture cards of people working (one for each child)

DESCRIPTION OF ACTIVITY

If the student can't think of an action whisper a suggestion in student's ear.

DIRECTIONS

Let the student draw a worker card. The student then acts out the job. The others try to guess what is being done. Be sure each student gets a turn.

EVALUATION

Did the student act out his/her job so the others could guess what was being done?

WOMAN'S ROLE

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: Class
Time Allotment: 30-40 min.

OBJECTIVE/PURPOSE

Given a magazine, the student will cut out a picture of one worker, state one sentence about what is being done and who (male, female) can perform the job.

MATERIALS NEEDED

Magazine, scissors (for each child), glue, large (18 x 24) paper

DESCRIPTION OF ACTIVITY

Making a worker collage

DIRECTIONS

Discuss what jobs our mommies and daddies do. Instruct the students to find a picture of a worker and cut it out of the magazine. Have each student identify the worker, what he/she does, and who could do it. Glue the pictures on a large piece of paper to make a collage.

EVALUATION

Did each student (1) cut out a picture of a worker, (2) state at least one sentence about what is being done in the picture, (3) tell who can perform that job.

WOMEN'S ROLES

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: Small group
Time Allotment: As long as interested

OBJECTIVE/PURPOSE

The student will act out the worker's job and become aware that he/she can choose this job.

MATERIALS NEEDED

Location in classroom based on various jobs, appropriate tools, materials, other props in each location.

DESCRIPTION OF ACTIVITY

The Beautiful Place (Beautician)

Materials needed: mirrors, combs, brushes, curlers, wigs, cotton balls, plastic cape.

The Carpentry Shop (Carpenter)

Materials needed: hammer, nails, apron, saws, wood pencils, sandpaper, bottlecaps, glue. Hint: If unable to use hammers, etc. use glue to build with.

Secretary at Work (Secretary)

Materials needed: typewriter, paper, sentences to copy.

The Doctor is In (Doctor-Nurse)

Materials needed: stethoscope, cotton balls, elastic bandages, syringes, bandaids, pillow, blankets, raisins or cereal for pills, nurses hat, scale.

Shoe Store (Sales person)

Materials needed: cash register, dress-up shoes, shoe boxes, shoe horn, foot sizer.

Pictures Taken Here (Photographer)

Materials needed: camera with no film, hats to be worn while being photographed, old pictures.

Laboratory (Scientist)

Materials: water glasses, fizzies, popcorn. Dissolve fizzies in water. Add popcorn. Observe reaction.

Athletes Corner (Athlete)

Materials needed: various kinds of athletic equipment-golf balls, tennis racket, football helmet, bowling ball.

Library (Librarian)

Materials: books, library cards, ink pad, date stamp.

Bank (Banker)

Materials needed: play money, check blanks and deposit slips. Note: Students can deposit money earned or withdraw money to use at the other work centers.

CULTURAL GROUP/SPANISH

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 5 to 10 min.

OBJECTIVE/PURPOSE

The student will participate in saying the poem "Buenos Dias" (Good Day).

MATERIALS NEEDED

The poem, "Buenos Dias" (Good Day)

DESCRIPTION OF ACTIVITY

The student will learn the poem, "Buenos Dias".

DIRECTIONS

Say the poem one or two times so the student can hear it. Before having them try the whole poem, make sure they are pronouncing Buenos Dias correctly.

Buenos Dias (Good Day)

[*The poem on this page was removed prior to its being submitted to the ERIC Document Reproduction Service.]

Pronounce Buenos Dias - bway'-nohsdee'-ahs
Pronounce Buenas Noches - bway'-nas no'-ches.

Have them repeat each line after you until they are familiar enough to try the whole poem.

EVALUATION

The students will participate by saying the poem.

Poems were taken from The Magic of Music Level 1, Ginn & Co.,1965

ETHNIC GROUP/SPANISH

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 10 mins. over a number of days

OBJECTIVE/PURPOSE

The student will be able to count to five in Spanish and will be able to tell the teacher the meaning of the word "Hola" and "Bue-nos dias".

MATERIALS

None

DESCRIPTION OF ACTIVITY

The teacher will teach the students how to count to 10 in Spanish.

DIRECTIONS

Tell the students that you are going to say something to them in Spanish, see if they can guess what the words mean. Say "Hola" and wave at the same time. Tell them that the word says Hello if they can't guess. Tell them that Bue-nos dias is another way to say Hello, it means, good day. Say Hola or Bue-nos dias when the students come in in the morning or when they come in from recess. Encourage them to respond in the same way. The students might also enjoy learning how to count to 10 in Spanish. The numbers are:

1 - uno	2 - dos	3 - tres
4 - curatro	5 - cinco	6 - seis
7 - siete	8 - ocho	9 - nueve
10 - diez		

You can count to ten in Spanish while you are waiting for everyone to join the group or tie their shoes or to count the number of days until Christmas, Halloween, etc. Discuss the use of the Spanish language in our country.

EVALUATION

Was the student able to respond with the Spanish greeting for Hello when greeted that way by the teacher? Was the student able to count to five in Spanish?

ETHNIC GROUP/ISRAEL

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will describe the smell experienced when holding the Besamin Box.

MATERIALS NEEDED

Empty match box covered with material and decorated with yarn or rick-rack. Spices such as cinnamon sticks, peppermint sticks, etc.

DESCRIPTION OF ACTIVITY

The student passes around the Besamin Box and describes the smell inside.

DIRECTIONS

Have the student sit in a circle. Show them the Besamin Box. Tell them what it is and have them pronounce the unfamiliar word. Tell them that they are going to play a game that Israeli children might play. To play this game, you really have to use your sense of smell. Put a spice stick in the box and pass it to the next child in the circle that child describes the smell and tries to describe it. If that person guesses the spice, change it and pass it on to the next person. If that person cannot guess the spice, pass it to the next person and see if they can guess the smell. Let everyone have a try.

EVALUATION

Did the student participate in the activity?

ETHNIC GROUP/ISRAEL

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

The student will participate in singing the song, Hallelujah"

MATERIALS

Jewish Folk Song "Hallelujah" recording by Parker and Penny on Warner Bros. Production, 1979. It can be ordered through any record store.

DESCRIPTION OF ACTIVITY

Teach the Israel folk song, Hallelujah.

DIRECTIONS

Have the students listen to the recording once or twice before you start to learn it. Sing each verse and repeat them several times until the students become sure of the melody and the words. Song on next page.

EVALUATION

Did the student participate in the singing of the song "Hallelujah"?

Jewish Folk Song

[*The poem on this page was removed prior to its being submitted to the ERIC Document Reproduction Service.]

Parker & Penny, 1979, Warner Bros. Production

ETHNIC GROUP/ISRAEL/HANUKKAH

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 5 to 10 min.

OBJECTIVE/PURPOSE

The student will participate in saying and doing actions to the poem, "Hanukkah Latkes".

MATERIALS

The poem "Hanukkah Latkes"

DESCRIPTION OF ACTIVITY

The student will learn the action poem "Hanukkah Latkes".

DIRECTIONS

Show the student the action poem one or two times. Have them just watch and listen.

Hanukkah Latkes

Take a potato, pat, pat, pat. (move hands in clapping motion)
Roll it and make it flat, flat, flat (move hands and arms like you are using a rolling pin).
Fry it in a pan with fat, fat, fat (pretend you are flipping the latke over in the fry pan)
Hanukkah latkes clap, clap, clap (clap hands on the clap, clap, clap)

EVALUATION

Did the student participate in the action poem by doing the actions and saying the words?

ETHNIC GROUP/ISRAEL/HANUKKAH

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

The student will participate in singing the song, Happy Hanukkah.

MATERIALS

Song Happy Hanukkah

DESCRIPTION OF ACTIVITY

Teach song Happy Hanukkah

DIRECTIONS

Play the song on the piano while singing it. Sing it twice while the student listens. Play and sing each line, one at a time. Have the student echo you. After you have done that with each line, go back and try to sing the whole song. (Song is attached.)

EVALUATION

Did the student participate in singing the song?

Happy Hanukkah

JoAnne Deal H...

[*The song on this page was removed prior to its being submitted to the ERIC Document Reproduction Service.]

GAMES

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

The student will develop an awareness that there are not only boys' games and girls' games, but games that both sexes can play.

MATERIALS

Chart with pictures of boys playing typical boys games and pictures of girls playing typical girls games.

DESCRIPTION OF ACTIVITY

Discussion of pictures showing boys playing games and girls playing games.

DIRECTIONS

Present the chart and identify what each student is doing in each picture. List responses under each picture. Go back and discuss whether only boys or only girls could play these games or participate in these activities.

EVALUATION

Did the student participate in the discussion?

WHAT DO YOU WANT TO BE . . . ?

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-25
Time Allotment: 10 minutes

OBJECTIVE/PURPOSE

The students will be able to give an occupation they would like to be at this time.

MATERIALS

None

DESCRIPTION OF ACTIVITY

Ask the students what they would like to do for a job when they are older.

DIRECTIONS

Ask the students what they might like to do as an occupation. Ask them why. Discuss differences in responses. Clarify any sex stereotypes of occupations.

EVALUATION

Did the student participate in the discussion?

LIKES AND DISLIKES ABOUT BEING BOYS OR GIRLS

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-20
Time Allotment: 10 min.

OBJECTIVE/PURPOSE

Students will participate in a discussion about what they like or don't like about being their particular sex.

MATERIALS NEEDED

None

DESCRIPTION OF ACTIVITY

Ask girls if they have ever wanted to be boys and ask the boys if they have ever wanted to be girls.

DIRECTIONS

Lead a discussion by asking the students if they have ever wanted to switch sex roles. Find out why boys think they would or would not want to be girls and find out why girls would or would not like to be boys.

EVALUATION

Did the student participate in the discussion?

T.V. - CAREER INTERVIEWS

Skill Area: Oral Language
Grade Level: Kindergarten
Group Size: 17-20
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

The students will be able to respond to questions about the career they assume when putting on a specific hat.

MATERIALS

Hats representing various occupations. Microphone if available.

DESCRIPTION OF ACTIVITY

Students wear hats representing different careers and the teacher interviews them about their careers.

DIRECTIONS

The students sit in a circle. The teacher places the hats in the center of the circle. The students choose the hat that each want to wear. One by one the students choose their hats. Then they turn in the circle and think about their character. Who they are? What they do? Where they work? The teacher goes around one at a time and interviews each student, as a T. V. interviewer.

EVALUATION

Could the students tell the interviewer their name, their occupation, something they do in their jobs?

AGED

Skill Area: Oral Language
Grade Level: 1
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To express thoughts and ideas orally so that others can understand. To develop an appreciation for older people.

MATERIALS NEEDED

Have the students bring in pictures of their grandparents and of themselves.

DESCRIPTION OF ACTIVITY

Make a bulletin board of the pictures and see if the class can see any similarities in looks between grandparents and classmates.

DIRECTIONS

After allowing time for the students to look at the pictures, discuss such things as:

What was school like when your grandpa/grandma went to school?

What do your grandparents like to do?

What are some of the things they liked to do when they were your age?

Help them to realize that their grandparents were once boys and girls too.

EVALUATION

The students should be able to express themselves and develop an awareness of and an appreciation of older people.

BETH'S PARACHUTE

Skill Area: Oral Language
Grade Level: 1
Group Size: Small group
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To draw inferences from oral information by using a situation in which a girl has a dream about a parachute.

MATERIALS NEEDED

The following ending to a story.

DESCRIPTION OF ACTIVITY

Students are to use information heard to tell a story, using inference. The story used depicts a girl in a typical male sport.

DIRECTIONS

Tell the following ending to a story. Ask students to tell what they think happened before the ending.

"Beth's parachute was slow to open. She went down, down, down. She was very excited. At last she landed in a field of daisies. Just then Beth's mother called her to breakfast. She got out of bed, rushed to the kitchen, and told her mother her dream."

Students can be divided into small groups, given five minutes to think of the first of the story and then choose one person to tell the story.

EVALUATION

Students should be able to draw enough inferences from the ending to provide a beginning to the story.

EXTENSION

Make up endings to other stories, making sure they have a multicultural, nonsexist basis.

TELEPHONING COMMUNITY HELPERS

Skill Area: Oral Language
Grade Level: 1
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

To use good telephone manners in calling community helpers. To become aware that both men and women are community helpers.

MATERIALS NEEDED

Toy telephone

DESCRIPTION OF ACTIVITY

In this activity the students role play telephone conversations with various community helpers.

DIRECTIONS

Whisper the name of a community helper to two students and identify the caller and the community helper. Be sure to use both boys and girls as the various community helpers. Suggested helpers: druggist, doctor, carpenter, mail carrier, gas station attendant, plumber.

Have the student pretend to call the person on the telephone and talk about the service needed. Time the conversation and keep a record of the conversation. Discuss and emphasize good telephone manners: speaking clearly, who is calling, services needed and address.

EVALUATION

The students should use good telephone manners in conveying a message to a community helper. They should also develop a nonsexist attitude toward community helpers.

A HURT KID

Skill Area: Language Arts
Grade Level: 1
Group Size: Class
Time Allotment: 30 min.

OBJECTIVE/PURPOSE

Through oral language, help students recognize that name calling is detrimental.

MATERIALS NEEDED

Book, Chinese Eyes by Marjorie Waybill, Herald Press, 1974

DESCRIPTION OF ACTIVITY

After reading the story, Chinese Eyes, discuss what hurt feelings are. They are from the "inside out", but if they don't cry, we don't realize how badly the friend is hurting. How would we know they are hurting? Each of us must help ourselves and each other not to call names because we really care about people. Continue discussion:

I know each of you well.
Each of you are beautiful on the inside where it counts.
You are too beautiful to deliberately hurt someone.
Name calling hurts people.

EVALUATION

Discuss feelings about the story. In the story, what was the focus? Do you think Chinese children feel badly if they are called names?

EXTENSION

Students make identification symbols and display them at their desk, always showing the symbol which best expresses how they feel.

ORAL LANGUAGE

Skill Area: Language Arts
Grade Level: 1
Group Size: Class
Time Allotment: 30 minutes

OBJECTIVE/PURPOSE

An interaction within the group for a warm multi-ethnic-nonsexist environment with the use of The Sneetches by Dr. Suess in an oral language setting.

MATERIALS NEEDED

Film or book The Sneetches by Dr. Suess, tape recorder

DESCRIPTION OF ACTIVITY

Oral discussion of feelings from listening or viewing the story, The Sneetches.

DIRECTIONS

What did the *symbol mean for the Sneetches? Do groups of people today have a "Pretend" * symbol? What is wrong with the others? Is it the way they look, their size, their race, their skin, do they talk funny, are they poor? What if you don't have the pretend *symbol? It hurts. Discuss feelings such as mean, afraid, happy, sad, love, hate, angry, good, bad, pleased, etc.

EVALUATION

Happiness is - express individual thoughts. Tape the students "Happiness is" thoughts for later listening.

EXTENSION

Read from an anthology of poems such as:

Differences

[*The poem on this page was removed prior to its being submitted to the ERIC Document Reproduction Service.]

by Connie Earhart and
Susan Kading

ELDERLY

Skill Area: Oral Language
Grade Level: 2
Group Size: 20-25
Time Allotment: 20-25 min.

OBJECTIVE/PURPOSE

The student will tell a story of his experience with an elderly friend using complete sentences 80% of the time.

MATERIALS NEEDED

Visit to nursing or retirement home

DESCRIPTION OF ACTIVITY

During class discussion, student will tell at least 4 sentences about his/her experiences with their old friends.

DIRECTIONS

Think about an experience you have shared with your older friend.

EVALUATION

Teacher evaluation.

HANDICAPPED

Skill Area: Oral Language
Grade Level: 2
Group Size: 20-25
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

Student will role play feelings of blind person. Student will use complete sentences 80% of the time.

MATERIALS NEEDED

Blindfold

DESCRIPTION OF ACTIVITY

Students will work in pairs - one blindfolded, the partner not. Walk around room. Reverse roles. After this activity, hold discussion about feelings during the time blindfolded.

DIRECTIONS

See above

EVALUATION

Teacher evaluates.

ELDERLY

Skill Area: Oral Language
Grade Level: 2
Group Size: 20-25
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will tell a story of his experience with an elderly friend using complete sentences 80% of the time. Could also use grandparents.

MATERIALS NEEDED

Experience with an elderly person

DESCRIPTION OF ACTIVITY

During class discussion students will tell at least 4 sentences about an experience with his/her grandparents.

DIRECTIONS

Think about an experience you have shared with one of your grandparents or an elderly friend.

EVALUATION

Teacher evaluation.

PUPPET SHOWS

Skill Area: Oral Language
Grade Level: 2
Group Size: 6 students
Time Allotment: open

OBJECTIVE/PURPOSE

The students will be able to plan and present puppet shows, both original and familiar stories to group.

MATERIALS NEEDED

6 puppet figures - Cinderfella, Fairy Godfather, Stepbrothers, Mother, Princess. Have copy of Cinderella.

DESCRIPTION OF ACTIVITY

Students will perform play, Cinderfella, reversing roles, etc.- Cinderella to boy, Fairy Godmother to Godfather, 2 stepsisters to stepbrothers, Mother stays the same. Prince to princess.

Discuss how changes affected story.

DIRECTIONS

Take the story of Cinderella and make the changes noted above.

EVALUATION

Teacher Evaluation.

PUPPET SHOWS

Skill Area: Oral Language
Grade Level: 2
Group Size: 4 students
Time Allotment: open

OBJECTIVE/PURPOSE

The students will be able to plan and present puppet shows, b[illegible] original and familiar stories to group.

MATERIALS NEEDED

4 hand puppets - stick puppets, etc., copy of Red Riding Hood

DESCRIPTION OF ACTIVITY

Students will perform play "Little Red Riding Hood", reversing roles of Red to a boy, Grandmother to Grandfather, Woodsman to Woodslady, Wolf is same. Following play, discuss how changes affected story.

DIRECTIONS

Take the story "Little Red Riding Hood" and make changes noted above.

EVALUATION

Teacher evaluation.

PHYSICAL DIFFERENCES

Skill Area: Oral Language
Grade Level: 2
Group Size: 20-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

Student will be able to distinguish and accept physical differences in class.

MATERIALS NEEDED

Poem - See below

DESCRIPTION OF ACTIVITY

Different

[*The poem on this page has been removed prior to its being submitted to the ERIC Document Reproduction Service.]

Irma M. Joyce

DIRECTIONS

Read poem and lead discussion in likenesses and differences in people.

EVALUATION

Teacher evaluates

PREJUDICE

Skill Area: Oral Language
Grade Level: 2
Group Size: 20-25
Time Allotment: 25 min.

OBJECTIVE/PURPOSE

Students will learn definition of prejudice and how limiting prejudice can be.

MATERIALS NEEDED

Book - Rainbow Activities - p. 69 Creative Teaching Press, 1977. (Story below) or another story could be used.

Once there was a girl named Alice who didn't like green beans. She didn't know why she didn't like them. Alice was prejudiced against green beans, although she had never even tasted them. So, she built a wall around green beans and shut them out of her life for no reason. As Alice grew older, her dislike for green beans grew and grew. Pretty soon she began to dislike all green foods, even lime sherbet. Of course, Alice's prejudice against green foods didn't hurt them, as they have no feelings.

DESCRIPTION OF ACTIVITY

After reading the story, define Prejudice - an attitude without reason - a judgement in advance.

Follow with an example (story). Continue discussion relating prejudice toward green foods to the prejudice towards groups of people.

DIRECTIONS

Included above

EVALUATION

Teacher evaluated.

ANALYZING PRINTED MATERIAL

Skill Area: Oral Language
Grade Level: 2
Group Size: 20-25
Time Allotment: 15 min.

OBJECTIVE/PURPOSE

To help students develop skills in analyzing and evaluating printed material.

MATERIALS NEEDED

Poem "Foreign Friends" by Robert L. Stevenson

DESCRIPTION OF ACTIVITY

Discussion of stereotyping used in poem.

DIRECTIONS

Read poem to students - encourage discussion. See if students are able to recognize stereotyping set forth in poem.

EVALUATION

Teacher evaluated.

MATCH A FOOD TO A PERSON

Skill Area: Oral discussion
Grade Level: 3
Group Size: Class
Time Allotment: 20 Min.

OBJECTIVE/PURPOSE

To have the students realize that no matter what your heritage is, you probably will like a variety of foods (meaning Ethnic foods).

MATERIALS NEEDED

Pencil, worksheet or paper

DESCRIPTION OF ACTIVITY

Either make a worksheet or have students copy several names and types of foods and ask them to match them up. There are no "right" answers.

DIRECTIONS

Match a name from Column A to a food in Column B by drawing a line.

A	B
1. Chung Lee	Burritos
2. Mary	Spaghetti
3. Helmut	Chop Suey
4. Carmela	Bratworst
5. Antonio	Hamburgers

EVALUTAION

Discuss afterwards why they chose the way they did. How many identified the Italian name with Italian food, etc.? Why? Could Carmela like hamburgers or chop suey just as easily? Discuss these questions so that your students will realize that your heritage does not limit the variety of foods you will like and eat.

MEN'S/WOMEN'S ROLES IN LIFE

Skill Area: Oral Discussion
Grade Level: 3
Group Size: Class
Time Allotment: 20 to 30 min.

OBJECTIVE/PURPOSE

To have students realize that occupations that are traditionally thought of as men's and vice-versa are not necessarily that way.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Discussion for introduction and possible writing task.

DIRECTIONS

Say and put the following words on the chalkboard. Ask your students to create a picture of who might be doing these particular jobs: police officer, nurse, doctor, president, fire fighter, ballet dancer, singer, teacher, electrician, and librarian.

Questions for discussion: Who did you see in these jobs? Indicate whether you want a man or a woman. Why do you feel a man (a woman) fits this job? Discuss that either a man or a woman may choose any of these occupations and why.

Variation: have your students number their papers 1 to 10 and write man or woman by each occupation to see how they choose. Hold discussion later.

EVALUATION

None

NATIVE AMERICAN TRIBE HIDDEN WORD FIND

Skill Area: Oral Discussion
Grade Level: 3
Group Size: Small or large groups
Time Allotment: 20 to 30 min.

OBJECTIVE/PURPOSE

The student will locate 10-12 Native American tribe names in a word search form puzzle. This activity is used to have the students realize that many different and separate groups of people compose the cultural group called Native Americans.

MATERIALS NEEDED

Pencil, worksheet (see attached sheet)

DESCRIPTION OF ACTIVITY

Discussion on how many different tribes make up the group of people called Native Americans. You can compare it to the different types of people who make up the group of people called Caucasians. Assigned writing task.

DIRECTIONS

Locate the Native American tribe names given in the word bank and circle them in the puzzle.

EVALUATION

Self check with teacher made key. You can do this with a transparency on overhead projector or teacher can collect and correct.

Name_____

Find the 15 Native American tribe names in the puzzle below. Check the word bank to help you.

HINT: The words go up and down, diagonally, and backwards.

C	H	E	Y	E	N	N	E	X	E	B	F
H	Q	V	L	N	A	V	A	H	O	B	C
E	S	L	K	B	N	V	C	I	Q	O	P
R	A	S	T	K	W	A	H	O	M	T	U
O	V	I	T	L	P	K	B	T	S	I	E
K	I	O	W	A	L	B	E	K	O	V	B
E	S	U	V	T	R	L	V	X	I	X	L
E	V	X	C	R	O	W	J	I	U	B	O
C	T	Z	U	N	I	L	P	C	Q	V	D
A	D	G	I	Z	L	T	E	H	O	P	I
B	L	M	I	T	K	U	O	V	R	T	L
X	E	O	I	B	L	P	T	C	I	T	B
S	H	A	W	N	E	E	B	E	P	O	L

Word Bank

Seminole
Shawnee
Kiowa
Crow
Cheyenne
Cherokee
Sioux
Iroquios
Pueblo
Apache
Navaho
Mohawk
Hopi
Ute
Zuni

TALKATHON

Skill Area: Oral Discussion
Grade Level: 3
Group Size: 4-10 students
Time Allotment: 15-20 min.

OBJECTIVE/PURPOSE

The student will draw a career card and talk for one minute as to why they think they could do that particular career.

MATERIALS NEEDED

Career cards - grouped according to stereotypes that are normally thought of to be "male" jobs and "female" jobs. Have enough for the number of students involved. Example: girls would draw cards entitled mechanic, mayor, plumber, doctor, mail carrier, taxi driver. Boys would draw from card selections such as nurse, teacher, baby-sitter, secretary.

DESCRIPTION OF ACTIVITY

The teacher fills a box with career cards for boys and a box with career cards for girls. The child chooses a slip of paper from the box and then talks for 1 minute about why boys could do that job as well as girls, and vice versa.

EVALUATION

Reinforcement should be given, praising students for an interesting point or descriptive phrase that gave the listeners clues to why they could do that job well.

ORAL SPEAKING

Skill Area: Oral Language
Grade Level: 4
Group Size: Reading Group
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

Given a poem about boys and/or girls, appropriate to his/her grade level, the student will be able to read it aloud in accordance with specified criteria.

Criteria:

1. Student will read loud enough for all the class to hear.
2. Student will not read the poem in a sing-song manner.
3. Student will interpret the punctuation correctly in each of the lines.
4. Student will use proper phrasing.
5. Student will read without hesitation.

MATERIALS NEEDED

A poetry book - preferably "Time for Poetry".

DESCRIPTION OF ACTIVITY

Instruct student to choose a poem from the "All Kinds of People" section. Have student practice alone before class presentation.

DIRECTIONS

Instruct student on the criteria for reading the poem as listed under objective. Encourage rest of group to listen carefully.

EVALUATION

Give oral comments to each child when they finish.

SNEETCHES

Skill Area: Oral Language
Grade Level: 4
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

After listening to the story, Sneetches, the student will be able to discuss how it feels to be excluded from a group.

MATERIALS NEEDED

The book, Sneetches, by Dr. Suess.

DESCRIPTION OF ACTIVITY

Described in Directions.

DIRECTIONS

Read the story. Discuss, using questions similar to these:

1. Why did the Plain-belly Sneetches want Stars?
2. How did the Plain-belly Sneetches feel when they got stars?
3. Why were Star-belly Sneetches unhappy when everyone got the stars?
4. Was there a lesson to the story?

Discuss Sylvester McBean.

EVALUATION

Teacher observation

NONSEXIST WORKER'S ROLE

Skill Area: Oral Language
Grade Level: 4
Group Size: Class
Time Allotment: 20 min.

OBJECTIVE/PURPOSE

The student will read his/her sentence for each tool or machine, and explain why they chose a male or female worker to use it.

MATERIALS NEEDED

Students' sentence worksheets from the previous day.

DESCRIPTION OF ACTIVITY

A discussion as to roles played by male or female, and why they wrote their sentences as they did.

DIRECTIONS

The students will read their sentences and a discussion will follow.

EVALUATION

Observe how well all the class participates in the discussion.

WHAT DOES BEING AMERICAN MEAN?

Skill Area: Oral Language
Grade Level: 4
Group Size: Class
Time Allotment: 1 Period

OBJECTIVE/PURPOSE

To make students aware of America as a mixed ethnic nation.

MATERIALS NEEDED

Film "Americans" #9539A from AEA-7

DESCRIPTION OF ACTIVITY

A film is shown and then a discussion is held on countries where ancestors lived.

DIRECTIONS

Before showing film, ask students to write the names of the countries where their ancestors lived. Show film. After film, have students write which children they liked best in the film. Discuss and share the many varied ideas and reasons behind them.

EVALUATION

Teacher's observation and discussion.

COUNTING TO TEN IN SWAHILI

Skill Area: Oral Language
Grade Level: 4
Group Size: Class
Time Allotment: 2 30 min. per.

OBJECTIVE/PURPOSE

The student will listen to and repeat the number names to ten in Swahili.

MATERIALS NEEDED

Blackboard for writing number words, cards with words printed on them, book "Moja Means One" by Muriel Feelings

DESCRIPTION OF ACTIVITY

Locate Africa on a map. Present the idea of learning a new language.

DIRECTIONS

Say each word as you write it on the board. Practice pronunciation. Later read off the flash cards - first in order, then mixed up. Later they could practice each numeral in cursive. Art work similar to what's in the book, "Moja Means One", shows what could be done as free choice or an extending activity.

EVALUATION

Teacher observation and discussion.

SOCIAL STEREOTYPING

Skill Area: Oral Communication
Note taking, writing
Grade Level: 5
Group Size: 20-30 students
Time Allotment: 45 to 60 minutes

OBJECTIVE/PURPOSE

To make aware the social stereotypes that exist.
To give opportunity for oral communication.
To give practice in notetaking.
To give practice in paragraph writing.

MATERIALS NEEDED

Paper and pencil

DESCRIPTION OF ACTIVITY

Discussion: Women in leadership roles. Students will take notes during discussion.

1. What can women do that men cannot?
2. What can men do that women cannot?
3. Should a woman get paid as much as a man?
4. Could a woman be president? (Consider world leaders Golda Meir, India, Ghandi.)
5. What female political leaders do they know of? Nationally and locally?
6. Do they think there are restrictions on women in politics? What kinds?

Writing Assignments: For those who took notes, have them read back to the class what they abstracted from class discussion. Ask them to formulate conclusions to topics.

Then have students write up the "ideal" woman and "ideal" man. Describe physical characteristics and emotional characteristics (personality).

And/or have them write:

Girls - "I would (not) like to be a man because ...."
Boys - "I would (not) like to be a woman because...."

Have them write at least two paragraphs. Also, could then go back to a discussion of the reasons why they might choose to be a man or woman.

EVALUATION

Read papers, listen to discussion.

Source: Undoing Sex Stereotypes, Marcia Gettentag & Helen Bray

CULTURAL EXCHANGE

Skill Area: Oral Communication
Grade Level: 5
Group Size: Class
Time Allotment: 2-3 Class Sessions

OBJECTIVE/PURPOSE

To share orally material gathered in written reports. To share information on family backgrounds so students become aware of the variety of cultures that have come together.

MATERIALS NEEDED

Artifacts, pictures, foods from different cultures

DESCRIPTION OF ACTIVITY

Using written material they have gathered in their reports, instruct students to prepare oral report that will be presented to the class. Encourage students to use pictures, artifacts, or even foods in their presentation. You'll want to discuss with them how to present their oral report.

Another alternative to individual oral reports is to set aside a day for students to put on display, any clothing, artifacts, foods (for tasting) or pictures and have other people in the school, or parents, visit for a cultural exchange.

DIRECTIONS

Same as description above.

EVALUATION

Teacher will evaluate oral presentation and discuss it with individual student.

Source: Individual Differences - UNI Curriculum Lab., Cedar Falls, IA

Child will be able to state that Americans with ancestors from many places have helped make America great.

Famous Person of the Month

Each month learn about an American who has made a worthwhile contribution to mankind. Try to include women and men from many cultures and with many differences. Pictures and chart stories about the people could be displayed in the room.

Some possible people to feature (I have not included all groups of people here. I have only included some of the groups about whom it is difficult to find information.)

Native Americans: Charles Curtis, U.S. Vice President (Herbert Hoover's presidency)

Sequoia - only person in history to invent an alphabet

Ada Deer - Memominee leader who successfully worked for the passage of the Monominee Restoration Bill

Billy Mills - Sioux; Gold Medal, Olympics; worked at BIA in Education; Junior Chamber of Commerce man of the Year.

See Indians of Today by Marian Gridley for additional information.

Japanese Americans: Minoru Yamasaki - architect, designed many buildings, including Minneapolis Star Building

Seiji Ozawa - conductor, one of the youngest people to conduct many of our leading symphony orchestras

Patsy Takemato Mink - U. S. Congresswoman from Hawaii

Daniel Inouye - U. S. Senator from Hawaii (lost one arm during World War)

Chinese Americans: Ieoh Ming Pei - architect, designed J.F.K. Memorial Library in Boston

Gerald Tsai - founder and president of Manhattan Fund (Wall Street)

Dr. Chien Shiung Wu (woman) - one of the most famous physisists in the world; professor at Columbia University

Dong Kingman - water color artist (his paintings hang in over 40 museums and art galleries in the U.S., including Metropolitan Museum of Art and Chicago's Art Institute)

Puerto Rican Americans: Roberto Clemente - baseball star, humanitarian

Herman Badillo - U.S. Congressman from New York

Francisco Oller - artist, founded drawing and painting schools in San Juan; many of his works are displayed in European museums and galleries

Lola Rodriguez Uetio (woman) - poet, author of Puerto Rico's national anthem

Mexican Americans - Cesar Chavez - UFW leader

Joseph Montoya - U.S. Senator from New Mexico

Trini Lopez - musician

Romona Acosta Banuelos - 34th Treasurer of the U.S.

Black Americans - Dr. Martin L. King, Jr. - Civil Rights leader who lost his life attempting to bring about peace between Black and White people. He wanted equality for all people.

Harriet Tubman - Risked her life to save many Blacks who were held in slavery.

Mary McLeod Bethune - started a teacher college in Florida so that Black people who were denied entrance to college could attend.

Dr. George Washington Carver - famous scientist of all times. Known for many products produced from peanuts.

Jewish Americans - Dr. Jonas Salk - perfected the vaccine against polio

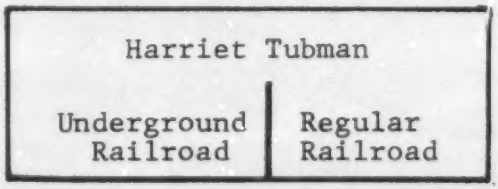
Albert Einstein - mathematician, physicist, astronomer, Nobel Prize, Physics 1921

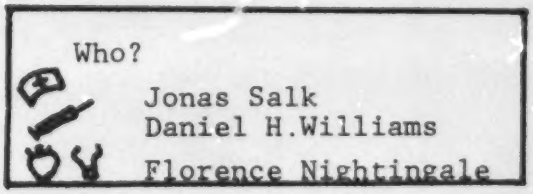
Irving Berlin - song writer

Leonard Bernstein - symphony conductor

Possible Extended Activity

Children could make a booklet of famous Americans. They could draw pictures about the person and dictate or write a sentence that person.





"WHAT DO YOU THINK?"

Skill Area: Oral Language/Expression
Grade Level: 5
Group Size: Class
Time Allotment: 30-45 min.

OBJECTIVES/PURPOSE

To help students become aware of how opinions and prejudices are formed.

MATERIALS NEEDED

Questionnaire, paper, pencil

DESCRIPTION OF ACTIVITY

Introduce this lesson with a discussion on opinions and how they are formed.

Many of the opinions that people hold are based on their "feelings" about things. Incomplete knowledge, fear of the unknown, and ideas that have been picked up from others without careful personal thought all contribute to our opinions. A preconceived opinion or feeling formed beforehand without factual knowledge, thought, or reason can be called a "prejudiced" opinion. It is important to remember that a "prejudiced" opinion may be either favorable or unfavorable.

To help students begin to think about how they form their own opinions, have them complete a questionnaire (attached). Students may have a disagreement about what is the "right" answer and they may find that they will be confused about their own opinion. But, the activity and discussion is intended to help them become aware of their opinions, and to help them realize that there are many aspects to be considered when forming opinions. Questions for discussion after the questionnaire has been completed follow:

1. If there are differences of opinion, who is right? Why?
2. Could some of the statements be interpreted as prejudicial statements?
3. What facts are the basis for your decision?
4. What were your feelings when you were answering each?
5. How did you arrive at your opinions?
6. Are your opinions based on facts, based on "feelings" or based on what adults or friends have told you?
7. What are your feelings when someone disagrees with you? Agrees with you?
8. Have you ever consented to do something you really did not believe in? Why?

9. How do you feel when you are the only one who holds a certain opinion? What do you do? Do you try to change people's minds? Why?

*Source: Self-Incorporated Agency for Instructional Television

DIRECTIONS

Same as description.

EVALUATION

Class discussion.

What Do You Think?

	Agree	Disagree	Don't Know
Boys shouldn't wear long hair.			
Girls shouldn't wear halter tops to school.			
Children should respect their parents.			
You should not date anyone of a different religion.			
Males should not change diapers.			
Women should not play football.			
People should not drink or smoke.			
Everyone should have an education.			
Men and women should have separate bathroom facilities.			
You should not steal for any reason.			
Families should not adopt a child from another ethnic group.			
If a father is a doctor, his son should follow in his footsteps and be a doctor too.			
If your family is religious and goes to church, you should go too.			

Students may wish to discuss these questionnaires with others outside the classroom, comparing their own opinions with opinions of others.

CELEBRITY INTERVIEW

Skill Area: Oral Expression
Grade Level: 5
Group Size: 5 groups of 4-5
Time Allotment: 25-30 min.

OBJECTIVE/PURPOSE

To give all students the opportunity to work together in mixed groups and sharing in questions and decision making.

MATERIALS NEEDED

None

DESCRIPTION OF ACTIVITY

Each group of four or five students decide on a celebrity: male or female; young or old; black or white; modern-historical; real-fictitious, etc. Each of the other groups then takes turns at asking one group five questions to try to discover who the celebrity is/was.

DIRECTIONS

Sample questions students might ask:

1. What is your occupation?
2. Where do you live?
3. Why did you take up this work?
4. When were you best known?
5. How did you become famous?

Students in each group take a turn at answering one question. The other group should be able to guess the celebrity after 5 questions.

EVALUATION

Did all the students in each group participate?

ME, MYSELF, AND I

Skill Area: Oral Language
Grade Level: 5
Group Size: 10-25
Time Allotment: 30-40 min.

OBJECTIVE/PURPOSE

To give individual students practice at self-expression in a class situation.

MATERIALS NEEDED

Blackboard/overhead projector

DESCRIPTION OF ACTIVITY

Write these sentences on the blackboard and ask students to share as much as they can about themselves in about 3 minutes.

DIRECTIONS

Direct students to use these 4 sentences as idea starters:

a. What do you like to do alone or in groups?
b. What are your special strengths or skills?
c. What do you remember most about your first 10 years of life?
d. Do you think your life story would make a good movie? Why or why not?

EVALUATION

Remind students to speak using complete sentences.

STEREOTYPES

Skill Area: Oral Language
Grade Level: 5
Group Size: 20-28
Time Allotment: 20-40 min.

OBJECTIVE/PURPOSE

To help students recognize that some television characters always behave in an expected fashion and that real people do not always behave in the same way.

MATERIALS NEEDED

Pencil, paper

DESCRIPTION OF ACTIVITY

Discussion of some T.V. story characters that represent stereotypes:

1. a mean, irritable, older person
2. a dumb, pretty blond (male or female)
3. a stubborn person who dislikes anyone who is not like him/her

DIRECTIONS

Stereotypes are flat characters because they seldom do anything unexpected. Their main characteristic (being mean, dumb, stubborn, etc.) is exaggerated. Stereotypes are often characters in comedies because viewers find the exaggerations funny. Real people are more interesting and colorful than stereotypes. Ask students to pick one of the T. V/ characters discussed above and try to turn him/her into a "real" person by giving the character qualities that he/she doesn't have. Students should recognize that a character is no longer funny when he/she no longer behaves the way we expect him/her to.

A paragraph with six to ten sentences humanizing a stereotyped T.V. character should be expected.

EVALUATION

Collect papers. Share some of the paragraphs with the class at the beginning of the next day's lesson.

DRAMATIC RECREATION

Skill Area: Oral Language
Grade Level: 6
Group Size: Individual Activity
Time Allotment: 3 Periods

OBJECTIVE/PURPOSE

The student will select significant events in the life of a noteable woman or minority and plan and present an oral presentation to the class.

MATERIALS NEEDED

Biographical/autobiographical selection of MC/NS personalities.

DESCRIPTION OF ACTIVITY

Oral presentations

DIRECTIONS

Play the role of a character from the selection you just read. As that character, plan an oral presentation before the class in which you discuss the following:

1. Your feelings about appearing in the book.
2. Your relationship to the other characters.
3. Your opinion of the author.
4. Your future plans.

Encourage students in the class to ask you questions about your character.

EVALUATION

The student will successfully portray the person authentically and stimulate questions and discussion.

AFRICAN HISTORY

Skill Area: Oral Language
Grade Level: 6
Group Size: Center/Small group
Time Allotment: Continuing Project

OBJECTIVE/PURPOSE

Students will research the changing face of Africa and compare its present-day problems with those of the United States in its early days.

MATERIALS NEEDED

Globes, maps, history books, encyclopedias; current and dated material is acceptable

DESCRIPTION OF ACTIVITY

A research project done individually or with a small group.

DIRECTIONS

A center or group of students are encouraged to act as "African Historians" and conduct research on the continent by using a changing map of Africa. Trace the history of the continent, the formation of new independent countries, and the organization of African unity.

EVALUATION

The information gathered may be the basis for round-table discussions or oral reporting which compares the Africa of today with early United States history.

MALE OR FEMALE?

Skill Area: Oral Language
Grade Level: 6
Group Size: Class Instruction
Time Allotment: 1 period - 45 min.

OBJECTIVE/PURPOSE

Students will explore sex stereotyping and recognize sex biases.

MATERIALS NEEDED

List of occupations

DESCRIPTION OF ACTIVITY

An opportunity to explore occupations and their traditional sex labels.

DIRECTIONS

Read a list of occupations to your students, i.e. youth, sergent, farmer, truck driver, slave, beautician, engineer, citizen, etc. Ask what sex they viewed as the word was read. Continue by allowing the students to think of examples of their own.

Encourage students to use any of the occupations in a sentence, whereby the listener would be unable to distinguish the sex of the job holder.

EVALUATION

Student will show, by their sentences, an appreciation of stereotyped occupational language.

FOOD AMBASSADORS

Skill Area: Oral Language
Grade Level: 6
Group Size: Small or individual
Time Allotment: Several class days-45 min.

OBJECTIVE/PURPOSE

Students will explore foods from other countries and prepare a tasting party with oral discussion of research of each country's contribution.

MATERIALS NEEDED

Encyclopedias, cookbooks

DESCRIPTION OF ACTIVITY

International understanding fostered by a view of countries based on contributions based on food preparation.

DIRECTIONS

Encourage students to learn about foods of other countries by first, either visiting local food stores or gourmet shops, or discussing the contributions they are aware of that their own international background has given to the United States. Group students together by country or under general food heading such as: "Soups Around the World" (minestrone, Italy; won ton,China; scotch broth, Scotland) or "Cheeses Around the World" (provolene, Italy; Edam, Holland; bleu, Denmark). Plan a tasting party in the areas decided upon and accompany each food with an oral report giving its history, preparation and influence on American food consumption.

EVALUATION

Students will contribute foods and lead a discussion concerning their selections.

SOMETHIN' SPECIAL

Skill Area: Oral Language
Grade Level: 6
Group Size: Small or large
Time Allotment: 30-60 min.

OBJECTIVE/PURPOSE

After participating in this activity and the ensuing discussion each student should come to the conclusion that everyone is unique.

MATERIALS NEEDED

Lemons or walnuts (1 per student), black felt-tip pen, large table (2 needed for large group), large brown grocery bag (more needed for large group), paper, pencils.

DESCRIPTION OF ACTIVITY

This is an observation activity both manually and by sight. After participation in the manual activity and the sight/oral activity, a discussion should be held discussing what has taken place.

DIRECTIONS

Before class number all the lemons (or walnuts) using the black-felt-tip marker. Place lemons or walnuts in brown paper bag. Set students around table. Each, without looking, removes a lemon (or walnut) from the bag which is held under the table. The teacher should, at this time, look under the table and mark on a piece of paper the number of the lemon (or walnut) the student selected. The student holds the lemon a few minutes under the table and explores its surface noting its size, texture and distinguishing markings. Then the lemon should be returned, sight unseen, to the bag. The student then jots down everything he can about the lemon. The student then reaches back into the bag and tries to select his/her own lemon without looking. When all are finished, discuss what the students found out with their manual "observations"; the idea that each lemon is unique.

Then pair up the students. Have each tell the other something exciting that has happened to him/her. When finished have each pair of students turn their backs to each other and write down the following: (1) what each partner is wearing today, (2) what color eyes the other person has and (3) describe the other person's face. The partners should then look at each other and check the accuracy of their answers. Most will probably find they were unobservant. A discussion of this can also be held bringing out again each person's uniqueness.

EVALUATION

Observe student involvement in paired activity as well as group discussion.

INTRODUCTIONS

Skill Area: Oral Language
Grade Level: 6
Group Size: Large or small
Time Allotment: 15-40 min

OBJECTIVE/PURPOSE

The oral introductions will serve two purposes: (1) to give the students practice in formal introduction situations and (2) to give the teacher (and other students) information on the background of the class members.

MATERIALS NEEDED

Paper, pencil

DESCRIPTION OF ACTIVITY

Students compose a list of things about themselves. After exchanging lists between students, each student uses the list he/she has received to introduce that person to the rest of the class.

DIRECTIONS

Each student composes a list of things about themselves, i.e. what they like, their dislikes, where they live, their families or anything else they'd like someone to know. Students can then exchange lists among themselves or hand the lists in and be given one at random. Each student will then use the list given him/her to introduce the other person to the rest of the class.

EVALUATION

The teacher will evaluate informally on the oral introduction, participation, following of directions, etc.

THE IDEAL MAN AND WOMAN

Skill ARea: Oral Language
Grade Level: 6
Group Size: Small or Large group
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

Following the listing and discussing of ideal female and/or male characteristics, each student should come to the conclusion that ideal characteristics are shared by both sexes.

MATERIALS NEEDED

Paper and pencils

DESCRIPTION OF ACTIVITY

This is a small group activity in which the ideal characteristics of either males or females are listed and discussed. Each group forms a consensus of these ideal traits and ranks them from 1 to 10 in importance. Results are then discussed.

DIRECTIONS

Each student is allowed 10 minutes to make a list of characteristics of women (or men). If they have any difficulty, ask them to try to think of one woman (or man) that they know. Divide them into small groups of 3-5 students and have them first read their lists, then say which characteristics on the list are true of themselves, then which characteristics they like. Each small group, as a team, selects ten items from their combined lists that they think are the most important. Make sure they agree on the meaning of each characteristic. They then rank the characteristics in importance from 1 to 10. Ask them if they can name who this person is. Is it a typical woman or man? Or is it an ideal woman or man? Are the characteristics positive or negative ones? Several variations can also be tried: girls working on female characteristics, boys working on male characteristics, or vice-versa, all-female and all-male small groups, mixed small groups, both boys and girls working on the same sex. Have the teams compare their results.

EVALUATION

Student involvement and small group participation.

ROLE REVERSALS

Skill Area: Oral Language
Grade Level: 6
Group Size: Large or small groups
Time Allotment: 30-45 min.

OBJECTIVE/PURPOSE

Following participation in the role reversals each student should realize how absurd some of the old ideas of men's and women's roles are.

MATERIALS NEEDED

Wedding props, if desired, such as a "bouquet", pencils and paper if you wish to record interviews

DESCRIPTION OF ACTIVITY

This is an oral role-reversal simulation in which girls are put in traditional male roles and boys are put in traditional female roles.

DIRECTIONS

Conduct a marriage ceremony where all roles are reversed. A mother gives away the groom, a lady minister "officiates", bouquet is tossed to groomsmen, bride and groom are pronounced woman and husband and become Mrs. and Mrs. Jane Smith.

Then students can conduct interviews with "prominent" men, asking them about their household tips, home repair techniques, what size clothes they wear, how they manage to stay so young and handsome. The opposite can also be tried, if time permits, interviewing "prominent" women. They can be asked about the car they drive, their favorite pasttimes and hobbies, how they became successful, etc.

Following these activities a discussion should be held about what the students thought about changing roles, how they felt in those roles, etc. They should begin to realize how ridiculous some of our traditional conventions are.

EVALUATION

Group participation level will be observed.